

Attachment III

LEA Application Part III




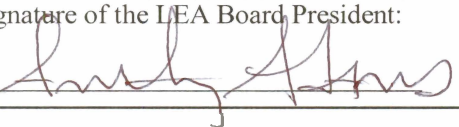
DENBY

Kenyetta C. Wilbourn, Principal
Edith Carter, Assistant Principal
Tracie McKissic, Assistant Principal
Dedria Willis, Assistant principal

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Denby High School	Mailing Address: 12800 Kelly Road, Detroit MI, 48224-1506
School Building Code: 524	
School Building Contact for the School Improvement Grant	
Name: Kenyetta Wilbourn	
Position and Office: Principal	
Contact's Mailing Address: 12800 Kelly Road, Detroit MI, 48224-1506	
Telephone: (313) 866-7200	
Fax: (313) 866-2032	
Email address: kenyetta.wilbourn@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X 	Date: 28 Feb 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X 	Date: 22 Feb 11
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

Many of the students at Denby are reading (based on the Gates McGinitie and Brigance Assessment) below grade level. On average students are reading at 5th-6th grade level as entering 9th graders. Many factors contribute to the deficit which includes, but is not limited to, students entering high school below grade level. In addition, a lack of resources that positively impact student achievement, parental involvement and staffing has reduced opportunities to promote and sustain learning.

Notably, the number of special education students at Denby makes up more than 1/3 of the total population. Many of these students were socially promoted missing key components of the socialization and academic process. Data reveals that many of the students placed in special education are males and little is done to foster an environment that promotes academic stimulation and growth.

Systemic issues such as these, and behavior issues from at-risk students, continue to perpetuate a cycle that falls short of a remedy to motivate, engage and counter the issues of low performance and functional illiteracy that is prevalent within the student population.

Understanding these factors, focus will be placed on educating students from the affective domain of learning in order to initiate a "shift in mind" of all stakeholders (i.e. students, staff, parents and community leaders). This means that the focus on parental involvement and pedagogy must be enhanced to provide the social, emotional and academic growth of students which fosters self efficacy and increases the production of graduates who are thought leaders and productive citizens in society. Thus, to address academic assessments, based on our current data from Gates McGinitie, Brigance, ACT/MME, and district quarterly assessments research based strategies will be used for reading and mathematics in grades 9-11.

In addition to research bases strategies we are trying to phase in the star reading and star math program in all grades levels. This program requires computer access and accelerated reading

materials. These materials support the current core curriculum and will help increase students skills.

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 11	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged			1.94	12.87	9.75	15.88	1.06	1.14	5.31	2.43
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	1.1	0.75	2.14	14.83	14.68	18.62	1.15	1.98	4.09	5.59
Hispanic										
White										
Students with Disabilities										
Limited English Proficient										
Migrant Student										
Male	2.56		1.78	10.12	8.62	17.54				1.72
Female		1.25	2.38	18.44	18.82	19.31	2.08	3.4	7.36	8.23
School Aggregate	1.1	0.75	2.14	14.83	14.68	18.62	1.15	1.98	4.09	5.59
State Aggregate Scores		49.4	50	61.99	59.9	65	42	43.4	51.99	52.1

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SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Denby High School School Building Code:	Mailing Address: 12800 Kelly Rd. Detroit Michigan 48224
School Building Contact for the School Improvement Grant Name: Kenyetta Wilbourn Position and Office: Principal Contact's Mailing Address: 12800 Kelly Rd. Detroit, Michigan 48224 Telephone: 313-866-7200 Fax: 313-866-2038 Email address: kenyetta.wilbourn@detroitk12.org	
LEA School Superintendent/Director (Printed Name):	Telephone:
Signature of the LEA School Superintendent/Director: X_____	Date:
LEA School LEA Board President (Printed Name):	Telephone:
Signature of the LEA Board President: X_____	Date:
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Sub Group Non-Academic Data Analysis

All Students	# Students			# Students with Absences						# Students with Suspensions					
	07-08	08-09	09-10	2007-08		2008-09		2009-10		2007-08		2008-09		2009-10	
				>10	<10	>10	<10	>10	<10	In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged	954	828	814	942	9	825	2	709	105						
American Indian/Alaskan Native			1					1							
Asian/Pacific Islander	7	3	2	7		3		1	1						
Black/African American	1526	1148	1110	149	21	113	5	973	136						
Hispanic	1		1	1				1							
White	5	4	3	5		4		3							
Students with Disabilities	312	251	273	301	5	248	1	241	31						
Limited English Proficient	10	2		10		2									
Migrant Student															
Male	747	561	572	725	15	555	2	503	69						
Female	792	594	545	785	6	590	3	476	68						
School Aggregate	1539	1155	1117	151	21	114	5	979	137						

All Students	# Students			# of Retention in the Grade			# of Dropouts		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Economically Disadvantaged	954	828	814						
American Indian/Alaskan Native			1						
Asian/Pacific Islander	7	3	2						
Black/African American	1526	1148	1110						
Hispanic	1		1						
White	5	4	3						
Students with Disabilities	312	251	273						
Limited English Proficient	10	2							
Migrant Student									
Male	747	561	572						
Female	792	594	545						
School Aggregate	1539	1155	1117						

School Data Profile Enrollment

Enrollment Trends by Grade Level

Year	2005-06		2006-07		2007-08		2008-09		2009-10	
Grade	#	%	#	%	#	%	#	%	#	%
09	720	37%	567	32%	482	31%	342	30%	369	33%
10	533	27%	491	28%	377	25%	312	27%	274	25%
11	304	15%	325	18%	285	19%	202	17%	200	18%
12	401	20%	375	21%	384	25%	283	25%	249	22%
13	11	1%	0	0%	0	0%	0	0%	0	0%
14	3	0%	20	1%	11	1%	16	1%	25	2%

Grade 00 = Kindergarten
Grade 14 = Special Education
Grade 20 = Adult Education
Grade 30 = Early Childhood

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6					
7					
8					
9	1	0	0	0	0
10	5	0	0	13	0
11	10	0	271	17	0
12	5	0	22	17	0

Number of Students Enrolled in Extended Learning Opportunities

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools.) A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

Ms. Kenyetta Wilbourn was selected as the new principal of Denby High School and began in this capacity in August 2009. In 2010, Ms. Wilbourn was part of a non-renewal process to satisfy the district's endeavor to reassign principals and place them according to their potential and needs of schools. The District conducted interviews, and the interview questions reflected the components of whole school reform and competencies of turnaround leaders. Through these processes, the district identified leaders who exhibited the most potential to effectively address the unique needs of the SIG schools and assigned these individuals appropriately. Under the turnaround model, a governance structure is in place where assistant principals will report to the principal; the principal will, in turn, report to her respective regional superintendent for monitoring and assessment of the plan.

Stakeholders were also given information regarding the Turnaround Model.

- Teachers signed agreements demonstrating their commitment to the Model during the contractual hiring period. (see SIG p. 13 for more details)
- Students were given a chance to express their thoughts during town hall and mentoring meetings
- Parents were informed about the Model during LSCO and parent pre-construction meetings scheduled
- Community meetings were held during pre-construction sessions with District representatives

b. Explain the district and school's ability to support systemic change required by the model selected.

Successful support of SIG schools cannot be accomplished in isolation of the District's comprehensive academic reform work. It must be part of the broader district-wide strategy for improving teaching and learning at every level.

The District developed a comprehensive academic plan

The key elements include:

I) Effective School Leadership

Selection of proven turnaround leaders is one of the most critical ingredients to effectively implementing and supporting a comprehensive reform effort. That being said, the District developed the School Leadership Academy. The School Leadership Academy includes the following core components:

- **Principal Recruitment-** Principal recruitment that is based on the District established core competencies of effective leaders/turnaround leaders.
- **Principal Retention-** Retention of principals supported by “specially trained” principal coaches, mentors, and associate superintendents
- **Evaluation and Professional Development based on a continuous improvement model-** Evaluation that is directly aligned to core competencies, 10 measures of accountability, and comprehensive on-going professional development and support.
- **Differentiated Professional Support** - Professional development that is differentiated to better support the individual needs of the principal/school.
- **Accountability for Student Achievement-** Accountability for improved teaching and learning; reflected in new performance-based contract.

II) High Quality Teaching and Learning

The District has begun the work required to define and create a coherent instructional system; that aligns the curriculum, instructional strategies, assessment, and professional development with state standards.

Curriculum

The District is currently working to create a more rigorous high-thinking demand curriculum (beginning with ELA and Mathematics) that grows increasingly more complex as students progress from one grade level to another; is designed around core concepts and critical skills; and requires students to use high-level thinking skills.

The curriculum encompasses the following essential components:

- 1) State-Adopted Common Core Content Standards
- 2) Big Ideas, Essential Understandings, and Habits of Mind
- 3) Performance Standards (Includes exemplars of student’s work that meets and exceeds standards, and criteria for proficiency on assessment items.
- 4) Pacing Guides
- 5) Scope and Sequence
- 6) Aligned Materials and Resource

The District development of a Comprehensive Assessment Program

The District is designing a comprehensive assessment program (a key element of the continuous improvement model) that is aligned to the curriculum and includes both interim/benchmark and short cycle assessments. A review of student progress relative to these assessments will be regularly conducted at the District and school level to make determinations as to what interventions are warranted to support improvements in student learning and teacher instructional practice.

· Use Data to Support Continuous School Improvement

District is developing the structure, processes, and support required for schools to have access to real-time data and understand how to utilize various types of data to support improvements in teaching and learning.

· **Instruction**

The District has and will continue to emphasize a pattern of instruction that will best meet the differentiated learning needs of our students; this includes a gradual release model based on direct and explicit instruction of content, coaching its application, in-depth student discussion and engagement to ensure understanding, and independent application.

· **Aligned Instructional Resources and Materials**

The District purchased supplemental ELA instructional materials to ensure teachers and students are provided the necessary materials required to meet academic expectations.

· **Comprehensive Professional Development**

The District is designing a system aligned comprehensive professional development program that will build the capacity of instructional support staff, teachers, principals, and central academic support staff (assistant superintendents and core content staff) to improve teaching and learning.

Professional development and support for the SIG schools will incorporate additional targeted professional development, such as:

- Literacy and math coaches (on-site support)
- Partner provider support aligned to the District's coherent instructional system
- Peer Assistance Review
- Turnaround leaders and teachers special training

The second component of the PD plan is designed to support non-instructional staff.

· **Evaluation System based on Continuous Improvement**

The District is in the process of developing a system aligned evaluation tool/process that involves the collection and review of both qualitative and quantitative data; is designed to support schools and the District in identifying models of exemplary practice and identifying problems of instructional practice and student learning. The evaluation process provides critical data that directly informs teacher and leadership professional learning needs and student academic intervention and support needs.

· **Instructional Management Platform**

The District acquired Learning Village, a technologically-based instructional management platform that enables all stakeholders to access all components of the instructional program electronically.

III) Committed and Talented Staff

The District will provide important information that will drive decisions around the development of new structures and systems required to recruit, hire, and retain the highest quality staff that possess the core competencies needed to meet the needs of our students.

IV) Safe and Effective Learning Environment

To create and sustain a positive learning environment, the District has taken the following steps:

- Developed the Master Facilities Plan to support the implementation of each targeted school's instructional program; and ensure that school facilities are inviting and well-maintained, and have the necessary supplies, materials, and resources to support quality teaching and learning.
- Developed an orderly, safe, secure, and drug-free environment with the introduction of a zero tolerance policy and consistently enforced codes of conduct.
- Revised the student attendance policy to improve student attendance.
- Designed a system of support services provided by the District to ensure that students and their families have access to social, guidance, and health services, including school-based health clinics in targeted schools.
- Developed a comprehensive staff model for high need schools to ensure these schools are able to provide a full range of support services for students.
- Provided extended learning opportunities for students, both after school and during the summer.
- Developed new conflict resolution curriculum to assist students in grades PreK-12 learn to handle their differences and disputes in a positive manner.
- Designed new schools to serve the diversity and talents of our students, including magnet schools for science or business, virtual schools students can attend on-line and Early College where students earn college credits in high school.
- Provided new options to earn credits and catch up for students who have fallen behind and are subject to possible expulsion.
- Expanded alternative learning settings for students in need of supports the traditional school setting is unable to provide.
- Allocated additional resources to schools identified as "Priority Schools" (includes SIG schools).

V) Stakeholder Engagement-

The District is working to expand communication and engagement strategies to ensure that all key stakeholders of the internal and external school community are appropriately informed and engaged.

The schools ability to support is as follows:

The leadership team at Denby will work to build capacity in the school. We will work with a literacy coach and school improvement team to create a professional development plan that takes into consideration the various needs of the entire instructional staff. The plan is intended to be systemic in behavior-changing approaches that foster collaboration and increase teacher knowledge of best practices.

In order to support systemic change,

1. The principal will work to build a spirit of a learning organization among faculty so that they are empowered to facilitate change.
 - Staff building exercises and team-building will be implemented at every level of learning beginning with the administration.
 - Employees will be sufficiently motivated to challenge the goals of growth and academic development of all children in the building.

- Incentives will be available for staff members acknowledge performance and to students that are also performance based to increase the total development and positive productivity of every member within the Denby learning community.

2. The principal will extend the learning opportunities for all students.

- The school will establish a Saturday school where the academic needs of all the students can be addressed, and extra time is provided to facilitate student learning.
- The principal and stakeholders will collaborate to establish a Twilight School where tutoring for core subjects, credit recovery, the arts, and the business curriculum can be expanded for all students

3. Staff will be held accountable for student learning

- The school administration plans to observe the staff on a frequent bi-weekly basis.
- Observations will monitor school wide strategies, student/teacher engagement.
- Weekly monitoring will be done to ensure that professional development strategies are being used, and the extent to which they are being used within the classroom.

4. The Master Schedule

Will reflect teacher common prep time and weekly common planning time.

5. Data will be used from internal assessments such as:

- Renaissance Place
- Discovery Education
- Work Keys
- Carnegie Math

This data will be used to assess student's current knowledge in order to help develop the appropriate instruction.

- 6. In addition to professional development the staff will use the best practices to guide their instructional strategies.**
- 7. The principal will use pre-implementation funding for professional development in order to facilitate research based best practice strategies.**

- Professional developments will be conducted using the services of ‘Peacemakers’ by Vincent Muhammad Davis.
 - Professional developments will be conducted by BBP Group.
 - The pre-implementation funding will also provide the materials the series of workshops that will be conducted.
8. **The professional development done during the pre-implementation phase will support the following implantation activities such;**
- E2020
 - Restorative Practices
 - Renaissance Place
 - Blackboard Training from ISD
 - Smart board training
 - Promethean Activiboard
 - Zangle Training
 - Learning Village
 - Discovery Education

➤ *All of the pre-implementation/implementation are in line LEA standards for Title I and our ‘At-Risk’ student population.*

The leadership team at Denby will work to build capacity in the school. We will work with a literacy coach and school improvement team to create a professional development plan that takes into consideration the various needs of the entire instructional staff. The plan is intended to be systemic in behavior-changing approaches that foster collaboration and increase teacher knowledge of best practices. The plan will:

- Include instructional teams that meet regularly to examine student work, collaborate on lesson design, and implement tiered instruction;
- Examine current state and district policies and structures related to central control and make modifications to fully support transformation
- Reorient school culture toward shared responsibility and accountability so that there is a buy-in of the mission and vision of the learning community and culture.

- Establish performance objectives for the school which includes: making AYP by safe-harbor which includes moving all measured scores up by 10%.
- Align resource allocation (money, time, human resources) with the school's instructional priorities which includes improving reading, writing and mathematics
- An in-class and in-school process for redefining and expanding instructional repertoire that accounts for and differentiates between support and challenge according to the teachers' individual learning and developmental needs. Such a process promotes both individual and school-wide change, learning, and growth.
- Align with the National Staff Development Council Standards for Staff Development (see <http://www.nsd.org/standards/index.cfm>) that focus on context, process, and content standards;
- Immediately identify problems of practice within the classroom and provide individual professional development plans for teachers who need assistance through district resources and Wayne RESA;
- Provide time for all staff to collaborate and plan strategy implementation.

No change can be effective without full support of Central office staff to accommodate staffing and resources such as operable computer labs with updated software and textbooks to support learning at home. While this may be costly to confront, it is the school's position to move achievement academically and socially despite limiting factors. In order to support systemic change, the principal will work to build a spirit of a learning organization among faculty so that they are empowered to facilitate change. Staff building exercises and team-building will be implemented at every level of learning beginning with the administration. Employees will be sufficiently motivated to challenge the goals of growth and academic development of all children in the building. Incentives will be available for staff members acknowledging performance and to students that are also performance based to increase the total development and positive productivity of every member within the Denby learning community. Our model will include designing a program for reform that supports the comprehensive needs of the entire school, especially areas of reading, mathematics, social studies and science.

As Denby endeavors to build capacity, we endeavor to build a shared vision and have parents, staff and students to develop the governing ideas for the school, its vision, and mission and core values. This will be achieved through meetings, conferences and invitations to participate in the school planning process. Team learning, reflective dialogue through critical friends and workshops that speak to the individual needs of the learner can sustain and support the model of change.

This process will be on-going within the change model. Administration, staff and students will use data to drive decision making. Implement and monitor strategic thrusts that are research based and vertically aligned from one grade to the next as well as with state academic and ACT College Readiness standards (MME/ AYP determination). Denby has one strategic thrust which is to increase the collaboration and cooperation across organization units to address teaching effectiveness and student learning outcomes.

Decision making will be transparent and inclusive. Administration will enhance the present governance structure in which all stakeholders will embrace the school as a “village” of learning and emotional growth of students. Denby intends to secure the services of a Data-Analyst to assist us in targeting services to student that are falling behind.

Systemic thinking. The principal will work to invoke among staff a holistic view of the educational system so as to understand the interdependencies among its parts (i.e., the implications of changing one part on all other parts), and the relationships between the system and the larger system it serves (the community). See, for example, Banathy (1992).

Inclusivity. The change effort will include all people who have a stake in the educational system(stakeholders), such as school board members, administrators, teachers, students, parents, business and community people (including religious, social service, justice, and political leaders), and university people.

Stakeholder ownership. All stakeholders will be given ownership over the change process, rather than just being represented in the process. Unlike typical community participation efforts to gain "buy-in" or "input", this sort of empowered stakeholder ownership requires substantial shifts in power from leadership to change team and community members.

Co-evolution. Participants in the change effort will understand that all systems must continuously change in response to changes in their subsystems. Co-evolution is the process of mutually changing in concert with the interrelated parts or persons of a system. This includes the full range from an educational system and its community coevolving, to an individual and Denby co-evolving.

Fostering a Safe Environment. Systemically in Denby's community outside of the school, violence has become the norm rather than the exception. We are committed to changing the way that students and parents address conflict in the school in hopes that they may adopt the same civil restraint and coping skills in their community. The following is being identified as a mechanism toward change:

Strategy for ALL students:

Differentiated instruction will be used to meet the needs of individual learners. This strategy provides the learner with the appropriate level of challenge to address their Math deficiencies.

1.1.1. Strategy: Math; Differentiated Instruction

Strategy Statement: Differentiated instruction will be used to meet the needs of individual learners. This strategy provides the learner with the appropriate level of challenge to address their Math deficiencies.

Selected Target Areas

SAR 3.11: Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program.

SAR 3.2: Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.

SAR 3.2: Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning.

SAR 3.4: Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice.

SAR 3.5: Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity.

SAR 3.5: Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity.

What research did you review to support the use of this strategy and action plan?

Classroom Instruction that Works by Robert Marzano.

Master Instructional Strategies by Beverly Collins and Sandra Love (strategy summaries).

E2020 is founded on the principles of effective schools and effective instructional research as provided by the Lezotte et al on Effective School Model, the National Education Association recent publications on effective online instruction, CAST Universal Design for Learning, and the National Academies.

2.1.1. Strategy: The blackboard configuration

Strategy Statement: The blackboard configuration will allow the students to:

1. Establish prior knowledge
2. Show commitment to instruction
3. Provides a visual tool
4. Provides organization and structure for teachers and students

Writing on Demand strategies will also be employed as part of the Black Board Configuration's (BBC's) Do Now's.

Selected Target Areas

SAR 1.5: Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services.

SAR 2.5: Fosters a learning community.

SAR 3.2: Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning.

SAR 4.3: Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance.

What research did you review to support the use of this strategy and action plan?

Writing on Demand by Anne Ruggles Gere et.al

Wayne-RESA ISD Best Practice Research by Mary Catherine Moran

Dr. Lorraine Monroe Leadership Institute "The Blackboard Configuration"

Teaching Reading in the Content Areas by Mary Lee Barton and Debrah L. Jordan

Strategy for Targeted Population/Subgroups (identify the subgroup or targeted population specifically):
Second Chance, Extended Day, and Specialized student services strategy is as follows;

1. Fusion reading
2. Lengthened school day
3. Inclusion instruction
4. Supplemental educational Services (SES)

Research to support:

Association for Supervision and Curriculum Development "Differentiated Literacy and Coaching"

Kansas Center for Research on Learning

4. School Improvement Intervention Plan—5 page limit

Describe in narrative form the building plan for implementing the intervention model selected.

Our building plan model includes the following:

Under the Turnaround Model, Denby has instituted a 9th Grade Academy for students transitioning into high school. Incoming 9th graders will be tracked through graduation (2014) with a goal to have 100% graduation rate. These students will be the first group to receive pre and post testing of the Brigance and/or Gates MacGinitie, Star Reader and Star Math to establish baseline data and to monitor matriculation. Extreme focus is placed on reading and mathematics for 10th and 11th graders in order to prepare them to meet the expectations of the MME test. These students receive exposure to academia through writing clinics and after-school enrichment programs that will increase academic success and wrap-around services (i.e. mentoring etc.) that are not readily available during the normal school day. This year, 10th and 11th graders also took the PSAT in October to qualify for the National Merit scholarship and to gain practice for future college admissions exams and the Michigan Merit Exam. 12th graders will be exposed to the world beyond the classroom to prepare them for the world of work, college and military opportunities. Colleges and military branches will have an extreme presence in the building to prepare seniors for post-Denby success.

The Turnaround Model requires that new staff be put in place, and the new staff will be measured based on:

- Ability to engage students
- Competency and effective delivery of subject matter

- Depth and breadth of knowledge of pedagogy
- Commitment to professional development
- Manners of efficacy of discipline
- Curriculum Vitae presented during interview
- Portfolio of performance
- Data (which includes failure rate)
- The use of the district's new teacher evaluation tool

The school plans to adjust instruction based on progress monitoring and collected data results.

- The school administration plans to observe the staff on a frequent base.
- Observations will monitor school wide strategies, student/teacher engagement.
- MME/ ACT/ Work Keys for 11th grade data are important to assist academic needs for grades pre-11th grade.
- Gates-MacGinitie, Brigance, Star Reader and Star Math 9-11.
- Staff will submit lesson plans reflecting use of data and connection to state and ACT standards, along with school-wide adopted instructional models.
- Staff must use professional development strategies adopted in their classrooms.

The school will use data to develop and refine its improvement plan and goals based on sub groups in need.

- Use data to develop BLAPs (Building Level Action Plans); DLAPs (Departmental Level Action Plans) and CLAPS (Classroom Level Action Plans) to increase student achievement in low performing areas.
- Ensure that all staff has access to the SIP, MME reports and know the school's vision and mission.
- Monitor building level assessments to accommodate instructional practice.
- Administrators will use teacher's individual data and quarterly assessments to make informed judgments on effectiveness.
- Target subgroups (i.e. special education, gifted and talented) to provide additional assistance and support.

Denby will use data and scientifically based research to guide tiered instruction for all students to learn.

Denby administrators acknowledge that standards and high-stakes testing are driving the movement to increase educational accountability. Hence, teachers remain to be critical components of the

accountability process. Denby uses standards-based instruction to impact learning at all levels. Denby uses state standards and ACT College Readiness standards across the curriculum-with emphasis on reading and mathematics. We collect qualitative and quantitative data to determine rigor and relevance across disciplines.

Mathematics. In accordance with the National Council of Teachers of Mathematics (NCTM) mathematic classrooms will evidence a curriculum that is mathematically rich, offering students opportunities to learn important mathematical concepts and procedures with understanding. Students are confidently engaged in complex mathematical tasks. Students are developed into flexible and resourceful problem solvers beginning in grade ninth with evidence of these skills through grade twelve.

Reading. All instruction will be evidenced by an instructional model designed to teach toward mastery which contains the following four components: (1) objectives that are stated in specific behavioral terms; (2) pre-assessment of the learner's present knowledge; (3) implementation of the instructional component with practice, reinforcement, frequent comprehension checks, and corrective instruction at each step; and (4) post-assessment to determine the extent of mastery of objectives.

In all other areas of academia, Denby will use 3 Levels:

Level I is high-quality, evidence-based primary, or core, classroom instruction provided to all students.

- Students' educational needs are met through research-driven instructional (academic and/or behavioral) practices within core instruction.
- Students are screened at the beginning of their 9th grade year through an intake process to identify those in need of more intensive instruction, provided in the form of interventions. These students are also given the Brigance to determine reading and math levels. Scores are used to double dose students (when available) in math labs and remedial reading.
- Progress monitoring by counselors, dean of students and youth specialists provides the school leadership team with data to assess students' learning and academic performance and to determine whether a specific intervention is effective for a particular student.
- Interventions by all staff, in concert with involved parents, will increase in intensity in proportion to students' instructional needs, and interventions are monitored to ensure that they are delivered with high levels of fidelity.
- Using data from screening and progress-monitoring measures, to assess both the students' responses and the interventions' effectiveness.

Level II Reforming Instruction

1. Establish a team structure among teachers with specific duties and time for instructional planning.
2. Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction.
3. Align professional development with classroom observations and teacher evaluation criteria
4. Ensure that teachers align instruction with standards and benchmarks.
5. Monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.
6. Differentiate and align learning activities.
7. Assess student learning frequently using standards-based classroom assessments.
8. Prepare standards-aligned lessons and differentiated activities.
9. Provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework.
10. Demonstrate sound homework practices and communication with parents.
11. Employ effective classroom management.

Level III

Denby will utilize results from measures (such as state tests or other standardized achievement measures in reading and/or math) given in October to determine the placement of students into an appropriate level of intervention at the beginning of ninth grade. Using Zangle, we will screen past failures (over-age) students who are entering high school for immediate intervention, support services and placement. We will administer additional testing (using standardized achievement measures or curriculum-based measures) at the beginning of ninth grade to verify student placement and progress.

Using an examination of “multiple failures”—that is, identifying students who failed one or more English and/or algebra classes to provide additional academic support after school and place student in extended day programs to assist them in credit recovery. This approach indicates that passing grade 9 algebra and English classes places students on a positive trajectory and that not passing these classes is significantly correlated with dropping out. We will interview parents of 9th grade students to identify students who need additional services (i.e. glasses, hearing aids, social work services, etc.) not already listed in academic records, IDEA or IEPs.

We will use a wide range of measures, including diagnostic measures (such as the Gates McGinitie), curriculum-based measures (CBMs; such as maze passages), class grades, class quizzes and tests, and high school graduation tests (including practice or benchmark tests given throughout the year) to analyze student success and failures.

The school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsdc.org/standards/index.cfm>) that focuses on context standards, process standards and content standards.

The planning process for writing Denby's professional development plan ensured that our educators would be broadly informed, deeply committed, and perform actions that will keep our school and learning community a place that motivate and engage all students and will result in enhanced student learning.

The following principles provide the foundation for developing PDPs at Denby.

- They provide a means to work with others to further the educator's vision and goal and affect student learning.
- Addresses the needs of the individual educator by enhancing knowledge, skills and the quality of student learning.
- Addresses two or more of the educator standards as outlined in NSDC.
- Encourages educators to think outside the box; and may include district and/or building initiatives.

Activities to assist in this professional development endeavor include:

Professional Development Plan

It is imperative to stress the accessibility of budgeted funds to host this plan without continued "red tape" and "slowed" process for fund disbursement once submitted to decision-makers in Central Office.

Weekly PD (In-House)

Monday	Tuesday	Wednesday	Thursday	Friday
Common Planning for Vertical Alignment of Curriculum	Common Planning for Vertical Alignment of Curriculum	Staff Meeting/ PD Differentiated Instruction Cooperative Learning Teaching and Testing Classroom Management Reflective Conversation	Common Planning for Vertical Alignment of Curriculum	**No Class**

Additional implementing activities include:

- Theme Based Academies (derivative of SLC).
- Use of data to implement instruction.
- Develop a governance structure that supports and sustains change.
- Provide a continuum of educational services and support from academics to social/emotional assistance.
- Staff and Administrative Retreats.
- Visionary Leaders Professional Development with Ako Kambon.
- Restorative Practices
- Professional Teaming (team teaching)
- Inclusion (LRE for special needs students)
- Vertical Teaming
- E 2020 Credit Recovery
- Parental Involvement activities that help parents support teachers and their children in the educational process, which includes truancy.
- Workshops, programs and activities for students, staff and parents to engage and track students' to graduation.
- Rites of Passage Ceremony recognizing student achievement and matriculation to 12th grade status (this is signified by the completion of an oral defense in front of the student's parent and panel of staff before entering the 12th grade and a blazer that demonstrates the student's body of knowledge academically and socially).

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Detroit Public Schools conducted a needs assessment and aligned it with the comprehensive support provided by the external partner provider. Wayne RESA ISD was selected from the MDE preapproved list.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

The school will collect, analyze and share data with internal and external stakeholders.

The data will be shared via mail, conferences, town hall meetings, report cards and through other district media modes. The school will also ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results through learning village (Learning Village, a powerful curriculum management solution that enhances the teaching and learning experience by connecting you to the best practices, instructional strategies, lesson plans, and resources that enable measurable student achievement. From one central portal, you can tap into a wealth of web-based curricula, and collaborate in the broader district-wide learning community).

The Federal, State and local program at Denby are coordinated through meeting via:

1. The school improvement team
2. The school administrative staff
3. The RCT (resource coordination team)
4. The school social workers, and counselors

The following Federal, State, local programs and services are integrated into the school's plan in a manner applicable to the grade level. The programs listed below are supported by all grade levels (9-12), except where indicated.

- Teen Court/Wayne County Prosecutor's Office
- Better Detroit Youth Movement
- Breakfast/Dinner Programs
- Detroit Urban League
- Rehab. Ctr. For Specialized Student Services Students
- Suicide Intervention
- College Fairs/on site (for grades 11 and 12)
- College Tours (for 11th and 12th grades)
- Michigan Round Table-Diversity/Inclusion
- Michigan Youth & Government
- Children Aid Society
- Teen Health Clinic
- FAFSA Completion Project -Free Application For Federal Student Aide (12 grade)
- VoTec (for 10-12)

- Extended Day(10-12)
- Second chance (for 10-12 at risk students)
- Co-Op (11th-12th)

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

- Denby will institute Saturday School programs that will extend and enrich the student learning for all levels.
- Expanded instructional time in reading and writing across the curriculum during second and sixth period.
- Every Wednesday, the staff will meet to develop and articulate shared goals across the curriculum.

Expanded instructional time in reading and math is categorized as Level I where everyone receives the same level of support. This is the most basic of intervention, not providing specialized help, but providing a consistent service. Level II elevates the intervention to include specialized support. At this level there may be a team of teachers in a classroom and one teacher focuses on those students who have reflected they need more assistance in order to become proficient in that area. Another approach is to have the identified students to receive assistance in a non classroom setting. Level III offers direct intervention, a one-to-one program concentrated in a specific content area. Literacy interventions provided by Learning Village that can be used at both Level II and Level III.

Letter of Agreement

between

The School District of the City of Detroit

and

The Detroit Federation of Teachers

INSTRUCTIONAL REFORM – SHARED DECISION-MAKING JOINT LABOR-MANAGEMENT SHARED DECISION-MAKING COMMITTEE

The School District of the City of Detroit ("District") and the Detroit Federation of Teachers, Local 231 ("Union") in their Letter of Understanding-Contract Extension of August 26, 2009 mutually agreed to negotiate in good faith a successor agreement focused on enhancing student achievement through Instructional Reforms, Economic Reforms, and Operational Reforms.

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

To this end, in order to develop specific recommendations in the area of Instructional Reform – Shared Decision-Making, the parties agree, by their representatives' signatures below, to abide by the following procedures for establishment of a Joint Labor-Management Shared Decision-Making Committee.

Joint Labor-Management Shared Decision-Making Committee

The Joint Labor-Management Shared Decision-Making Committee shall be composed of an equal number of Union and District representatives. There shall be no more than ten (10) Committee members. The Joint Labor-Management Shared Decision-Making Committee members shall be identified by January 15, 2010. The Committee shall develop a calendar of no less than one (1) meeting per month, with additional meetings scheduled as needed. The Committee shall operate by consensus decision-making.

Schools that are interested in participating in Shared Decision-Making (SDM) shall submit applications of intent signed by the local building representative and the principal. Submission of the application shall be subject to the approval of at least two-third (2/3) of the school based staff eligible to vote.

The District and the Union shall appoint a Joint Labor-Management Shared Decision-Making Committee. The Joint Labor-Management Shared Decision-Making Committee shall establish the criteria for the level of school autonomy in shared decision-making. The Joint Labor-Management Shared Decision-Making Committee shall review the application and meet with the principal and bargaining unit members. The purpose of the meeting shall be to review the areas for which shared decision-making shall apply.

School Leadership Team

The School Leadership Team shall be established at the school level and have no more than twelve (12) committee members, consisting of, but not limited to, Principal, Assistant Principal (if applicable), DFT Building Representative and four (4) Teachers. Participating schools shall select School Leadership Teams based upon a peer selection process. Any schools with a

SCHOOL DISTRICT OF THE CITY OF DETROIT
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THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

team in place as of September 1st will have an opportunity each October to change the composition of its team.

Decisions in accordance with the established policies and practices for shared decision-making shall be made by consensus. The implementation of the decisions will be carried out by the principal and other members of the school staff, as necessary.

Shared Decision-Making

The District and the Union agree that Shared Decision-Making (SDM) is a process in which the School Leadership Team (SLT) will work collaboratively with the Principal in identifying issues, defining goals relative to the Academic Achievement Plan, developing school budgets and formulating policy and the implementation of such. The uniqueness of each school community requires that the organizational and instructional issues discussed are determined by the SLT. The District and the Union agree that in order to achieve SDM at the school level, the SLT must agree to participate in required SDM training and work cooperatively in order to bring about changes, which may include significant restructuring of instruction.

Eligibility and Involvement

All schools are eligible to apply for participation in SDM. School participation shall be voluntary and subject to approval by two-third (2/3) of the school based staff eligible to vote. If a school wished to withdraw from the SDM program, a request to withdraw must be submitted at least thirty (30) days prior to the end of the applicable school year, and shall be effective the ensuing school year. The decision to withdraw shall be voluntary and subject to approval by at least two-third (2/3) of the school based staff eligible to vote.

Schools involved in SDM shall conduct ongoing self-evaluation based on tools identified and developed by May 1, 2010 by the Joint Labor-Management Committee and modify the program as needed.

SCHOOL DISTRICT OF THE CITY OF DETROIT
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Professional Development

The District shall be responsible for making available appropriate professional development and support requested by schools involved in SDM, as well as schools expressing an interest in future involvement in the program.

For the Union:

For the School District of the City of Detroit:

Letter of Agreement

between

The School District of the City of Detroit

and

The Detroit Federation of Teachers

**INSTRUCTIONAL REFORM – PROFESSIONAL DEVELOPMENT
JOINT DISTRICT- UNION PROFESSIONAL DEVELOPMENT COMMITTEE**

The School District of the City of Detroit ("District") and the Detroit Federation of Teachers, Local 231 ("Union") in their Letter of Understanding-Contract Extension of August 26, 2009 mutually agreed to negotiate in good faith a successor agreement focused on enhancing student achievement through Instructional Reforms, Economic Reforms, and Operational Reforms.

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

To this end, in order to develop specific recommendations in the area of Instructional Reform – Professional Development, the parties agree, by their representatives' signatures below, to abide by the following procedures for establishment of a Joint Labor-Management Professional Development Committee.

District-Wide Joint Labor-Management Professional Development Committee

The District and the Union shall appoint a District-Wide Joint Labor-Management Professional Development Committee. The District-Wide Committee shall jointly establish the framework to include method and content for professional development opportunities focused on raising student achievement.

The District-Wide Committee shall be composed of an equal number of District and Union representatives. There shall be two Committee co-chairs, one appointed by the Union and one appointed by the District. Committee members shall be identified by January 15, 2010. The Committee shall develop a calendar of no less than four (4) meetings per school year, with additional meetings scheduled as needed. Every Committee meeting shall follow a written agenda developed jointly by Union and District and distributed to Committee members prior to the meetings. Written minutes of Committee proceedings shall be maintained. The Committee shall operate by consensus decision making.

Prior to the District-Wide Committee's first meeting, Committee members shall receive training on the District's Academic Plan.

In developing a comprehensive professional development program to increase student achievement, the District-Wide Committee may include courses for which the District has received or will receive grant monies, courses offered by AFT's Education Research and Dissemination (ER&D) Program, programs provided by Wayne County RESA, and institutions of higher learning, as well as other resources.

The District-Wide Committee shall also determine when professional development, other than school based professional development, will be offered (and whether it is mandatory or voluntary, among other issues). The Committee shall also serve as a resource for School-Based Joint Labor-Management Professional Development Committees to develop school-based professional development opportunities.

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

School-Based Joint Labor-Management Professional Development Committee

The School Leadership Team of every school shall establish a School-Based Joint Labor-Management Professional Development Committee. This School Committee shall establish a school-based professional development program focused on raising student achievement. In coordination with the District's Academic Plan and district priorities, the School Committee will determine how the program's content is delivered and ensure its implementation. All professional development shall be supportive of the collaborative, shared decision making approach.

The School Committee shall be composed of teachers and School Administration representatives. There shall be two School Committee co-chairs, one appointed by the Union and one appointed by the School Administration. School Committee members shall be appointed by January 15, 2010. The School Committee shall meet as necessary to fulfill its responsibilities. Every Committee meeting shall follow a written agenda developed jointly by Union and School Administration and distributed to the entire school. Written minutes of School Committee proceedings shall be kept. The Committee shall operate by consensus decision making.

The School Committee members from throughout the District shall receive training on the District's Academic Plan.

In developing the school's professional development program to increase student achievement, the School Committee shall focus on training that supports the school's educational program. The School Committee shall consider the District-Wide Committee as a resource for school-based professional development.

Three (3) staff meetings per month or the banking of equivalent times may be utilized for professional development. The Principal is not precluded from discussing operational issues during any of these three (3) staff meetings or at a meeting(s) where the time has been banked.

For the Union:

For the School District of the City of Detroit:

SCHOOL DISTRICT OF THE CITY OF DETROIT
SETTLEMENT PROPOSAL
TO
THE DETROIT FEDERATION OF TEACHERS, LOCAL 231
DECEMBER 3, 2009

and staff, including textbooks, supplemental supplies, and equipment.

To implement the Priority Schools' educational program it is essential that there be cooperation between the District and the Union, which parties have agreed to accommodate necessary and unusual requirements in order to implement the Priority Schools – creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day/extended year; and parental and community engagement.

This Letter of Agreement ("Agreement") is made by and between the District and the Union for the purpose of establishing certain work rules to govern the operation of Priority Schools. The parameters for the Priority Schools will accommodate the following:

1. The District and the Union shall identify the criteria for the establishment of "Priority Schools." Determination of such schools shall be based upon data inclusive of, but not limited to, student performance on standardized tests, student attendance, transiency, chronic discipline and/or violence concerns, and Adequate Yearly Progress (AYP) status, and other provisions identified by No Child Left Behind (NCLB). Priority schools shall not be limited to low performing schools.
2. Schools identified as Priority Schools shall participate in the Shared Decision-Making Program as outlined in the collective bargaining agreement. Upon the selection of the staff, each Priority School shall select a School Leadership Team (SLT) as described in the collective bargaining agreement.
3. The Selection Committee shall be convened for the purposes of approving the criteria for establishment of Priority Schools and developing criteria for the recruitment, selection, and retention of staff at a Priority School. The District shall determine which schools will be designated Priority Schools. The Selection Committee will be responsible for interviewing and selecting staff at Priority Schools.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

District Name	Detroit Public Schools
School Name	Denby High School
Principal	Kenyetta Wilbourn

Turnaround Model		Month of activity	Comments
Pre-implementation Activities	Screen all existing staff and use locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet student needs for the Saturday school development.	Feb. & March 2011	pre-implementation activities
	Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions	On going until year's end	See above
	Provide ongoing high-quality job-embedded Professional Development (PD); -- aligned with instructional program and designed with staff input	April and May	PD is listed in the budget description. There will also be additional PD opportunities for technology use in class room, and for the development of Saturday programs These programs will extend the school day for all students
	Adopt a new governance structure* --examples: report to turnaround office, hire turnaround leader, flexibility agreement in exchange for accountability	Feb. & March 2011	See budget for staffing needs
	Use data to identify and implement instruction program that is research-based and vertically aligned from one grade to the next as well as with State academic standards	On going until year's end	

	Use data to inform and differentiate instruction; - -formative, interim, summative	On going until year's end	We will require additional software to support our instruction.
	Increase learning time* -- using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD	Saturday Programs begin in January 2011	Saturday programs will begin in January and continue until the end of the school year. Twilight school development PD activities will begin in April and start until year two. Incentives for staff will be given.
	Provide social-emotional and community services and supports	On going until year's end	
Year One Activities	Screen all existing staff and use locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet student needs for the Saturday school development.	April & May 2011	Phase 1 (year 1 activities) Development of Saturday and twilight programs for all students. Salaries and benefits for additional personell is @ \$200,000 (see pre-implementation budget for staff descriptions)
	Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions	On going until year's end	See above
	Provide ongoing high- quality job-embedded Professional Development (PD); -- aligned with instructional program and designed with staff input	April and May	PD is listed in the budget description. There will also be additional PD opportunities for technology use in class room, and for the development of Saturday programs These programs will extend the school day for all students. At a cost of 50,000 for retreats and planning sessions.
	Adopt a new governance structure* --examples: report to turnaround office, hire turnaround leader, flexibility agreement in exchange for accountability	Feb. & March 2012	Twilight School and Saturday programs director and assistant will be needed for the turnaround office. Salary requirements with benefits 200,000

	Use data to identify and implement instruction program that is research-based and vertically aligned from one grade to the next as well as with State academic standards	On going until year's end	We will require additional technology to support our instruction. Computer labs, media center, e-books, an online library, and other software to assist in the integration of the technology into the class room. At a cost of \$2Mil.
	Use data to inform and differentiate instruction; -formative, interim, summative	On going until year's end	We will require additional software to support our instruction. At a cost of \$50,000
	Increase learning time* -- using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD	Saturday Programs begin in Janurary 2012	Saturday programs will begin in January and continue until the end of the school year. Twilight school development PD activities will begin in April and start until year two.
	Provide social-emotional and community services and supports	On going until year's end	The estimated cost for the first years activities will be \$100,000 for salaries and support materials.
Year Two Activities	Screen all existing staff and use locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet student needs for the Saturday school development.	April & May 2012	Phase 2 (year 2 activities) Development of Saturday and twilight programs for all students. Salaries and benefits for additional personell is @ \$200,000
	Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions	On going until year's end	See above

Provide ongoing high-quality job-embedded Professional Development (PD); -- aligned with instructional program and designed with staff input	April and May	PD is listed in the budget description. There will also be additional PD opportunities for technology use in class room, and for the development of Saturday programs. These programs will extend the school day for all students. At a cost of 200,000 for retreats and planning sessions.
Adopt a new governance structure* --examples: report to turnaround office, hire turnaround leader, flexibility agreement in exchange for accountability	Feb. & March 2013	Twilight School and Saturday programs director and assistant will be needed for the turnaround office. Salary requirements with benefits 200,000
Use data to identify and implement instruction program that is research-based and vertically aligned from one grade to the next as well as with State academic standards	On going until year's end	We will require additional technology to support our students 200,000
Use data to inform and differentiate instruction; -formative, interim, summative	On going until year's end	We will require additional software to support our instruction. At a cost of \$200,000 for reading and math instructional materials
Increase learning time* -- using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD	Saturday Programs Sept. 2013	Saturday programs will begin in September and continue until the end of the school year.
Provide social-emotional and community services and supports	On going until year's end	The estimated cost for the first years activities will be \$500,000 for salaries and support materials.
Screen all existing staff and use locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet student needs for the Saturday school development.	April & May 2013	Phase 3 (year 3 activities) Development of Saturday and twilight programs for all students. Salaries and benefits for additional personell is @ \$200,000

	Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions	On going until year's end	See above
Year Three Activities	Provide ongoing high-quality job-embedded Professional Development (PD); -- aligned with instructional program and designed with staff input	April and May	PD is listed in the budget description. There will also be additional PD opportunities for technology use in class room, and for the development of Saturday programs. These programs will extend the school day for all students. At a cost of 200,000 for retreats and planning sessions.
	Adopt a new governance structure* --examples: report to turnaround office, hire turnaround leader, flexibility agreement in exchange for accountability	Feb. & March 2014	Twilight School and Saturday program salary requirements with benefits 200,000
	Use data to identify and implement instruction program that is research-based and vertically aligned from one grade to the next as well as with State academic standards	On going until year's end	We will require \$ 200,000 for continued support
	Use data to inform and differentiate instruction; -formative, interim, summative	On going until year's end	We will require additional software to support our instruction. At a cost of \$200,000
	Increase learning time* -- using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD	Saturday Programs begin in January 2015	Saturday programs will begin in January and continue until the end of the school year. Twilight school development PD activities will begin in April and start until year two.
	Provide social-emotional and community services and supports	On going until year's end	

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	19%	41%	82%	100%
Mathematics	2%	80%	90%	100%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

A meeting was held with community leaders, parents, teachers, union representatives, and business leaders. The District's plan was presented to them and they were allowed to comment and give input on how to make the application and turnaround plan stronger. The community was also engaged during the development of the Academic Plan and Master Facilities Plan, both of which were essential parts of the School Improvement application and the intervention model. The Detroit Board of Education passed a resolution approving the School Improvement Grant. Denby High School also collaborated with the LEA in preparing the School Improvement Application.

School-parent-community partnerships are described as continuous planning, participation, and evaluation of activities that enhance the success of students. The Denby learning community recognizes that a student's education is a joint responsibility shared by schools and parents as part of the larger community, and that these participants directly impact learning. We believe that we must, in cooperation with our constituencies, create an atmosphere of collaboration, mutual acceptance, and commonality of goals in order to foster the educational success of all children. We intend to incorporate strategies related to school-parent-community partnerships in the school's strategic and continuous school improvement and achievement plan under NCLB. This includes:

- A SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis will be conducted for evaluating the condition of; as well as addressing the involvement of parents and the community in order to advance student achievement should be part of these strategies.

- Activities that engage parents (i.e. wrap around services, training to support learning at home, family counseling, etc.)
- Field trips, Symposiums, Workshops and Family Nights that bring together the entire community.
- The most important factor in any partnership is communication. Examples can be found in many forms, e. g., notes from the teacher to the parent, e-mail systems, Web sites, study guides for parents, outlines of course expectations and approximate time lines, and homework lists, as well as larger school/parent meetings and focus groups seeking input on major school policy issues. We intend to implement these opportunities for the exchange of information is vital and must be consistently utilized for meaningful involvement to occur.
- Denby will hire experts to offer mini-sessions for parents on ways that they can mirror learning strategies and assist their child in learning at home.
- L.S.C.O. meetings and monthly “Chat and Chew” conferences (C. McKissic, 2010).

Community input from partners such as Urban League, Better Detroit Youth Movement, TRIO Upward Bound and others help to develop strong partnerships that increase students’ social and emotional growth. These are the partners that can lend expertise to problems and be visible partners for education. These collaborative partnerships will work to support school-wide change, increase student achievement and develop students in both the affective and cognitive domains of learning.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends. Denby will develop and utilize our community resources and volunteers through the following ways:

Systemic thinking. The principal will work to invoke among staff a holistic view of the educational system so as to understand the interdependencies among its parts

(i.e., the implications of changing one part on all other parts), and the relationships between the system and the larger system it serves (the community). See, for example, Banathy (1992).

Inclusivity. The change effort will include all people who have a stake in the educational system (stakeholders), such as school board members, administrators, teachers, students, parents, business and community people (including religious, social service, justice, and political leaders), and university people.

Stakeholder ownership. All stakeholders will be given ownership over the change process, rather than just being represented in the process. Unlike typical community participation efforts to gain "buy-in" or "input", this sort of empowered stakeholder ownership requires substantial shifts in power from leadership to change team and community members.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

See Attachment B – Turnaround

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$179,000	\$2Mil	\$1.5 Mil	\$1 Mil	\$4.5 mil

Section D.**Baseline Data Requirements**

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Turnaround
Number of minutes in the school year	
Student Data	
Dropout rate	
Student attendance rate	
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	
International Baccalaureate	
Early college/college credit	
Dual enrollment	
Number and percentage enrolled in college from most recent graduating class	
Student Connection/School Climate	
Number of disciplinary incidents	
Number of students involved in disciplinary incidents	

Number of truant students	
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	
Teacher Attendance Rate	

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

Attachment B—Turnaround Model

The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal
After a two year period the principal will be replace if the building has not shown improvement.
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs. The following competencies are used:
 - a set of professional standards that define effective teaching and leadership
 - student achievement outcomes
 - continuous improvement and accountability
3. Screen all existing staff and rehire no more than 50 per cent.

When a school has repeatedly not made AYP, all staff members must be interviewed and 50 percent of the staff must be replaced.

Select new staff.

The principal along with district and union officials will follow established district guidelines for interviewing and selecting new staff.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

Merit pay will be established for teachers evidencing growth on Quarterly Assessments given by the district.

6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff

All school budgets reflect the embedded PD aligned with the instructional programming.

7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)

Turnaround Leader, Media Specialist, Student Assistants, Attendance Agents, Social Worker, Counselor, Data Specialist and ESPO Coach.

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.

Denby will utilize the follow programs; Star Reading, Star Math, Accelerated Reading, Accelerated Math, Carnegie, and E2020.

9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.

Denby will use the Quarterly Benchmarks, Learning upgrade and Work Keys to establish baseline data.

10. Establish schedules and implement strategies that provide increased learning time.

Denby has established and will develop a Saturday School programming, Twilight School programming (utilizing flex time scheduling) and SES tutoring.

11. Provide appropriate social-emotional and community-oriented services and supports for students.

Denby will provide support services for students via social workers, psychologist, speech therapist, specialized services personal and RCT interventions.

The following items are permissible elements of the turnaround model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Any of the required and permissible activities under the transformation model
N/A

2. A new school model (themed, dual language academy, etc.)

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Denby High School

110 - Basic Programs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
113 - Basic Programs – High School	"Cost of SUPPLEMENTAL classroom supplies and Accelerated Reading/Math Materials for students. Supplies are for 500 students @ approx 4200 each. Classroom composition books, calculators, maps and copy paper. Materials also include: letter strips, quick reads, dictionary stands, supplemental core subject workbooks, writing utensils, etc.					\$100,000			\$100,000
	Sub-Total					\$100,000			\$100,000

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
119 - Basic Programs – Other Basic Programs	Summer School Professional development stipends for teacher training and course work to improve teaching and learning workshop topics will focus on the core areas and technology implementation. 10 sessions (2 per area) x 4 hours x 50 teachers x 23.82 p/hour	2000h	\$47,640	\$13,486					\$61,126
	Sub-Total	2000h	\$47,640	\$13,486					\$61,126

120 - Added Needs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	Cost for Educational Technician to provide additional academic support to student population, i.e., technology, college awareness, etc.	1	\$35,000	\$22,405					\$57,405
125 - Added Needs – Compensatory Education	5 Student Service Assistants salaries to assist with Title 1 programs and related services. Cost \$7.40/hr x 20hr x 16wk=2,300.00 x 5	1600h	\$11,840	\$3,352					\$15,192
	Sub-Total	1/1600h	\$46,840	\$25,757					\$72,597

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Denby High School

210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
211 - Support Services – Pupil – Truancy/Absenteeism Services	"Cost of Supplies and Materials for truancy absenteeism: to be provided to students to assist with increasing the attendance rates in the effort to meet AYP. Supplies will include: reading material, field trip admissions, videos, paper, writing supplies.					\$6,000			\$6,000
211 - Support Services – Pupil – Truancy/Absenteeism Services	"Cost of transportation for support motivating increased attendance. Field Trips will serve as an educational incentive for children that have exemplary attendance and/or that have increased attendance.				\$5,000				\$5,000
	Sub-Total				\$5,000	\$6,000			\$11,000
Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
212 - Support Services – Pupil – Guidance Services	Cost of (2) guidance counselor helps each student develop academic, emotional, spiritual and interpersonal skills. The counselors will guide students in making good choices in many aspects of the educational experience and will act as a liaison between students, parents, teachers and administrators.	2	\$144,000	\$65,760					\$209,760
212 - Support Services – Pupil – Guidance Services	Conflict Resolution Program with "Peace Makers" - Victor Muhammad. This program will run through the Spring and throughout the summer to target areas of needs with all of our students who are faced with multiple situations. This Program will target all students. It is aligned with reform plans				\$20,000				\$20,000
	Sub-Total	2	\$144,000	\$65,760	\$20,000				\$229,760

220 - Support Services – Instructional Staff

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Denby High School

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	"Cost of MATH COACH to support math content and pedagogy within classrooms.	1	\$74,300	\$33,531					\$107,831
221 - Improvement of Instruction	"Cost of Reading Coach to support ELA content and pedagogy within classrooms	1	\$74,300	\$33,531					\$107,831
221 - Improvement of Instruction	Cost for 3 ESPRO coach services. To assist teachers in ELA, Math, Science, and Social Studies. Salary \$30/hr. x 35hr/wk x 20 wk.=21,000 x 3				\$63,000				\$63,000
221 - Improvement of Instruction	Supplies and material to support professional development activities. Supplies include; paper, pen, folders, software, supplemental workbooks, etc. 50 teachers at \$200 each					\$10,000			\$10,000
221 - Improvement of Instruction	Cost of Outside Consultant Steve Korr Restorative Practices training for staff and students @ \$7,000 per session				\$7,000				\$7,000
221 - Improvement of Instruction	Cost of Outside Consultant (Ako Kambourn) "Visionary Leaders" training for staff, parents and students @ \$10,000 per session includes handouts and expenses				\$10,000				\$10,000
221 - Improvement of Instruction	Cost of Outside Consultant Steve Korr Restorative Practices training for staff @ \$7,000 per session				\$7,000				\$7,000
221 - Improvement of Instruction	"Professional development stipends for teacher training and course work to improve teaching and learning. 50 teachers at \$23.82 p/hour Focus of training will be on incorporating technology in the classrooms with the core areas of learning. 50 teachers x 12 sessions x 5 hours per session @ 23.82 per hour	3000h	\$71,460	\$20,230					\$91,690
221 - Improvement of Instruction	Professional development stipends for teacher training and course work to improve teaching and learning. Workshop training will focus on the coare academic areas of learning. 8 sessions (2 per area) x 50 teachers 2.5 hours x 23.82 p/hour	1000h	\$23,820	\$6,743					\$30,563

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Denby High School

221 - Improvement of Instruction	Professional development stipends for teacher training and course work to improve teaching and learning workshop topics will focus on the core areas. 8 sessions (2 per area) x 2.5 hours x 50 teachers x 23.82 p/hour	1000h	\$23,820	\$6,743					\$30,563
221 - Improvement of Instruction	Staff Development Professional Development with Outside Consultants (BBP) to provide staff with effective practices that will drive school reform efforts						\$12,000		\$12,000
221 - Improvement of Instruction	Instructional Specialist: (Data Analyst)- Dedicated to the collection, analysis, distribution and effective use of student performance data. In addition this position will assist teachers with showing them how to analyze the data, understand it, and use the information that it provides to inform classroom	1	\$74,300	\$33,531					\$107,831
221 - Improvement of Instruction	Refreshment costs for parent/community workshops 26 sessions x 50 teachers @ 10 each						\$13,000		\$13,000
	Sub-Total	3/5000h	\$342,000	\$134,309	\$99,000	\$23,000			\$598,309

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
225 - Computer-Assisted Instruction	"Cost for computer software licensing to assist in providing extended learning opportunities, i.e., work keys, Links to learning, Moodle, E2020 etc.				\$100,000				\$100,000
	Sub-Total				\$100,000				\$100,000

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
226 - Instructional Staff Supervision and Direction	"Cost of (1) Assistant Principal - to provide leadership and supervision of programs; to facilitate data analysis; professional development for staff and parents; monitor and implement any need interventions and provide specific hands on assistance where needed to impact student achievement.	1	\$80,000	\$35,145					\$115,145

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Denby High School

Sub-Total	1	\$80,000	\$35,145						\$115,145
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250 - Support Services – Business

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
252 - Fiscal Services	Cost of Improvement of Instruction: Principal awards/rewards and teacher incentives for academic gains going beyond expectations. Monetary incentives: \$500 X 12 and Awards at \$71.00 1-3 days absent \$250				\$13,000				\$13,000
	Sub-Total				\$13,000				\$13,000

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
257 - Internal Services	Printing and mailing costs for teaching and administrative staff. Costs support reproduction of professional development material mailing for summer school PD material.				\$10,000				\$10,000
	Sub-Total				\$10,000				\$10,000

260 - Operation and Maintenance of Plant

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
261 - Operating Buildings Services	Cost to purchase new Toshiba supplemental copier to be used by teachers to duplicate items for student use in core academic areas				\$10,000				\$10,000
	Sub-Total				\$10,000				\$10,000

280 - Central Support Services

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
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ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Denby High School

283 - Staff/Personnel Services	Workshop stipend costs for Principal to attend and assist in professional development activities for classroom teachers. 1 Principal x 26 days x 5 hours per day @ 32.50 per hour	130h	\$4,225	\$1,196					\$5,421
	Sub-Total	130h	\$4,225	\$1,196					\$5,421

330 - Community Activities

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	"Parental Involvement - Centers of Strength consultants will facilitates the 20-30 "kitchen table" conversations that are the foundation for the community engagement process to weave together a strong fabric of academic support for students				\$20,000				\$20,000
331 - Community Activities	Refreshment costs for parent/community workshops 25 sessions x 30 parents @ 10 each					\$7,500			\$7,500
331 - Community Activities	Supplies and material to support parent professional development activities. Supplies include; paper, pen, folders, parent literature, etc.					\$10,000			\$10,000
	Sub-Total				\$20,000	\$17,500			\$37,500

Sub Total	7/8730h	\$664,705	\$275,653	\$277,000	\$146,500				\$1,363,858
Indirect Cost (Max Allowed: 4.45%)									\$0
Grand Total									\$1,363,858
Allocation									\$0

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Denby High School is TURNAROUND;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title Emergency Financial
managers

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title _____

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title _____

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title _____